

# Specificity of cognitive component of prognostic competence in schoolchildren with hearing impairment

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## Abstract

Prognostic competence today is treated as the ability to make certain decisions and act with a certain temporal and spatial prediction in relation to future events. In domestic and foreign psychological sciences, the investigations of ontogenetic development of anticipation, its clinical aspects in the context of professional pedagogical activity, are carried out, and also the psychophysiological principles of prognostic activity are of great interest. But nevertheless, this phenomenon is underexplored in children with hearing impairment; there are no studies for determining the cognitive features of anticipation in children with special need. Any kind of cognitive activity includes, to some extent, a forecast of what can happen, as well as the preparation of the subject for the upcoming events. Activation of the mechanisms of probabilistic forecasting is exerted in the regulation of the range of preliminary adjustment of all psycho-physiological systems, including the subsystems of the organism to the expected probable changes in the environment of the child. At the same time, the process of probabilistic forecasting determines the functional structure of activity regulation in the sphere of mental processes. The manifestation of the ability to predict in thinking activity characterizes the level of formation of the processes of mnemonic and mental operations regulation, in other words, prognostic activity is closely related to cognitive processes. As a result, effective forecasting is an element of regulation of activity, behavior and, as a whole, participates in the processes of personal adaptation to changing environmental conditions.

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## Keywords

Anticipation ability, Cognitive function, Forecasting, Younger schoolchildren with hearing impairment

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